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AUTHOR Finn, Peter; Lawson, Jane
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ABSTRACT

This manual is designed to enable teachers to use the four DIAL A-L-C-O-H-O-L films with maximum effect. While students will learn a great deal just by viewing them, it is essential to involve students in preparatory and follow-up activities using the issues and facts presented in the films. The manual provides the following materials to help use the films effectively: (1) learning activities which preview important points the films make, highlight easily missed points, and reinforce and expand on points which the films make; (2) information about alcohol and alcohol education; (3) resources for obtaining additional information about alcohol and alcohol education; and (4) spirit masters for student handouts to accompany selected activities. (Author)

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DIAL A-L-C-O-H-O-L

GG 011892

A TEACHER MANUAL
for use with

DIAL A-L-C-O-H-O-L

A film series for grades
nine through twelve on
ALCOHOL EDUCATION

by
Peter Finn
Jane Lawson

Abt Associates Inc.
Cambridge, Massachusetts

for the
U.S. Department of Health, Education and Welfare
Office of Education
Division of Educational Technology

and
The National Institute on Alcohol Abuse and Alcoholism

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Other Materials in the Series

This Teacher Manual and attached spirit masters accompany the four films called DIAL A-L-C-O-H-O-L. A fifth film in the series is an orientation film for teachers and school administrators. Also available is a student booklet, *Alcohol: Pleasures and Problems*, for use in conjunction with the Teacher Manual and films.

There is a second series of five films for the junior high level, JACKSON JUNIOR HIGH. This series, too, has its own supplementary Teacher Manual, student booklet and spirit masters.

Acknowledgments

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I. INTRODUCTION

Purposes of the Teacher Manual

This Teacher Manual is designed to enable you to use the four DIAL A-L-C-O-H-O-L films with m[illegible]m effect. While students will learn a great deal just by viewing them, it is essential [illegible]nvolve students in preparatory and follow-up activities using the issues and facts presented in the films. Students who view films without adequate preparation and follow-up tend to regard the experience as a somewhat frivolous "break" in their normal course work. Moreover, when students do not prepare adequately for viewing films, they often miss or misinterpret many of the points the materials are attempting to stress.

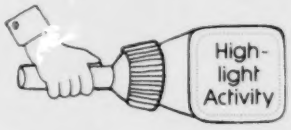
Organization of the Teacher Manual

The Teacher Manual provides the following materials to help you use the films effectively.

- **Learning activities** (pages 4-22) which:

  1. *preview* important points the films make;

  2. *highlight* easily missed points;



  3. *reinforce* and *expand* on points which the films make.

- **Information** (pages 23-34) about alcohol and alcohol education.*
- **Resources** (page 35) for obtaining additional information about alcohol and alcohol education.
- **Spirit Masters** for student handouts to accompany selected activities.

The Goals of Alcohol Education**

More adults are directly or indirectly affected by alcohol-related problems than by any other single health problem. It is the nation's number one drug problem, although more publicity has been given to the abuse of narcotics, barbiturates, amphetamines and hallucinogens. It is estimated that there are ten million problem drinkers in the United States and that the typical problem drinker seriously affects on the average the lives of four other people. As many as fifteen thousand traffic fatalities each year may involve problem drinkers, the equivalent of forty deaths every day. Alcohol is a problem for many of the nation's eighty million social drinkers as well. For example, over seven thousand people are killed on the highways every year by social drinkers who, though legally sober, were driving with dulled reflexes. Moreover, many social drinkers are troubled by feeling compelled to drink when they would rather not. Even abstainers may face alcohol problems in the form of social ridicule.

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* A glossary of alcohol-related terms may be found in *Alcohol: Pleasures and Problems*, the student booklet.

**For a discussion on how to teach effectively about alcohol, see page 23.

In order to avoid drinking problems later in life, most youngsters, *while they are still teenagers*, should begin to clarify their attitudes regarding alcohol and understand those of their parents and our society. Indeed, most youngsters have had their first drink by the time they leave elementary school.

- As many as one in five seventh grade boys drinks beer on the average of at least once a week.
- A quarter of all seventh graders report having been drunk one or more times during the past year.
- Half of high school students report that at least once a month they are part of social occasions where alcohol is served and there is no adult supervision; almost half of these drinkers are girls.
- Nearly one quarter of high school students report they get drunk four or more times a year; approximately one in twenty gets high at least once a week; about one in seven high school senior boys gets drunk once a week.
- Young people who drink belong to all ethnic groups and all socioeconomic levels.

The goal of the film series, DIAL A-L-C-O-H-O-L, and the task of alcohol education in general, is to *facilitate the responsible use or non-use of alcohol* by youngsters so that they are able to function untroubled as teenage and adult drinkers or abstainers and so they may be able to provide assistance to relatives and friends who abuse alcohol, or at least remain unhurt by other people's abuse.

What is responsible and irresponsible use and non-use of alcohol? Experts generally agree that drinking is not responsible if it:

1. creates a problem for the drinker or others, including occasional or continuous problems related to health, safety, employment, and interpersonal relations.
2. occurs in order to avoid a social, personal or emotional problem for which better solutions are available.
3. is likely to lead to alcoholism.

For example, an irresponsible drinker would be someone who:

- gets drunk or is impaired by alcohol and drives a car.
- goes to work intoxicated.

- drinks regularly to avoid depression.
- impairs his or her health or contributes to an existing health problem by drinking.

Non-drinkers are acting responsibly if they do not pressure social drinkers to abstain and if their own abstinence is not an attempt to avoid a social, personal or emotional problem for which a better solution is available.

In order to achieve this goal of responsible drinking and responsible abstention, the following five principles have guided the development of the films and support materials.

- The ultimate goal of alcohol education and of the films is not to impart information about alcohol but to promote responsible *attitudes and behaviors*. Therefore, while the materials do present considerable factual data about alcohol, their major stress is on encouraging students to learn to make and then act on *their own wise decisions* related to drinking and abstaining.
- Most learning that occurs in school is the result of reinforcement, not "one-shot" experiences. The films, Teacher Manual and student booklet have been carefully designed to provide students with repeated exposure to information and ideas about drinking and abstention. For example, students tend to generalize that drinking does x, y, or z to people. They need to be reminded more than once that such statements are usually misleading and that what alcohol does to and for people depends on how much they drink, how quickly, and what they want alcohol to do for them.
- While the films and materials fully and repeatedly recognize the existence and integrity of abstinence as an approach to alcohol, they focus primarily on the majority of students who will experiment with alcohol and become drinkers.
- Some people feel that alcohol education stimulates youngsters to experiment with alcohol. The conviction underlying these films and written materials is that it is better to know about alcohol than be ignorant, since most kids *are* going to try drinking.
- Parents should be encouraged to preview the films and read the support materials to help enable *them* to promote responsible drinking and abstaining at home and thereby reinforce such efforts in the schools. Parental involvement will also help inform the community that the school's approach to alcohol education coincides with most parents' efforts to raise their children to think independently and act responsibly.

II. ACTIVITIES

Chapter II provides a selection of suggested activities by which you can preview, highlight, and reinforce the issues and information presented in each film. There is a different set of activities for each of the four films. The activities for each film are preceded by a brief synopsis of the film and a list of goals the film is designed to achieve. You will want to select from among these exercises those which are most appropriate to your particular students' age level and experience, your community's concerns, and your own time limitations. As you read through the activities, keep in mind the following:

- Each film runs for 30 minutes. When added to the time needed to set up your projector, this may leave little time before or after each film showing to conduct preview or follow-up activities. However, by showing each film every other class period – or with even longer intervals between films – you will be able to conduct a *preview activity* the day before each film and a *highlight activity* the day after each film. Conducting preview activities will ensure that students know in advance exactly what to look for as they view each film; implementing a highlight activity after each film will ensure that students miss none of the important concepts in the films. This minimum amount of time needed to use all four films effectively will be 8 class periods.

- The ideal method for using the films is to devote one to three additional class periods per film to several of the suggested *follow-up activities.* This approach will require 10 or more class periods. It would also be a good idea to ask students after showing each film how *they* would like to study the issues raised. As you use some of the suggested activities which follow, you can list on the blackboard the ones you will *not* be conducting and encourage students to pursue them as independent study projects.

- Where feasible, the films can be shown in interdisciplinary fashion with science, health, social studies and home economics teachers working together to develop and implement an integrated alcohol education unit.

- You can show one or two of the films instead of all of them and still help your students begin to explore their attitudes toward drinking and abstention. However, this approach will leave students with an incomplete picture of the many critical issues involved in alcohol use, non-use and abuse.

- Showing the films in the following order will provide maximum motivation and a logical learning sequence:

  I. HOTLINE
  II. IN THE BEGINNING
  III. AL'S GARAGE
  IV. THE LEGEND OF PAULIE GREEN

- Where possible, motivate students to compare information and issues which are raised in two or more films. For example, you can ask your students to compare R.J.'s decision to stop drinking irresponsibly in AL'S GARAGE with Paulie's giving up alcohol in THE LEGEND OF PAULIE GREEN.

- Each film provides both a strong story line and considerable factual information about alcohol. In view of this double message, consider showing one or more of the films a second time, after students have engaged in some of the suggested follow-up activities.

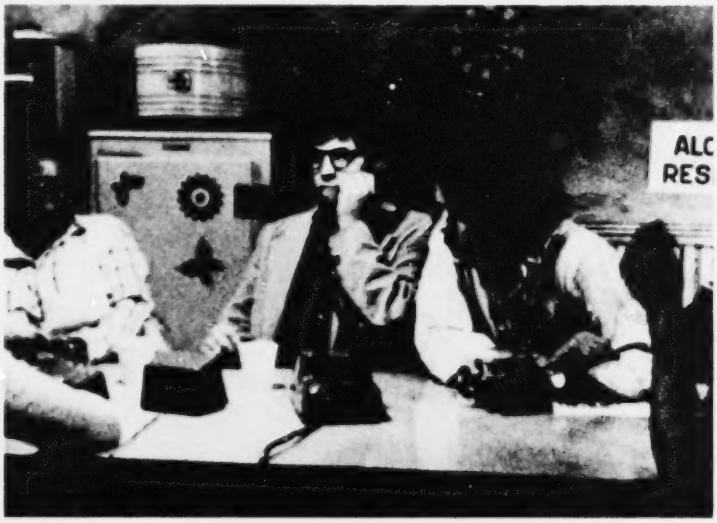
FILM #1: HOTLINE

Synopsis

The Hotline kids, Amy, Cliff, Wendy, Sonya, Mike and friends come in after school every day and on weekends to answer the phone. They are making a valiant effort to keep the establishment going – but it's not easy. They have been receiving calls from irate neighbors who want to see it shut down. One man with an obvious drinking problem keeps calling them. He, too, threatens to stop them. To make matters worse, the city licensing inspector is concerned about their frequent lack of adult supervision.

Their advisor, Paulie Green, a college senior, is absent more often than not. He is a well-meaning guy who is struggling to finish school. The infrequent time he is around the Hotline, he acts strangely.

Finally, after numerous warnings, the licensing inspector gives the kids one week to vacate the Hotline premises – Paulie is needed now more than ever. The kids finally decide to call in Ken Hendricks, a young medical researcher who has befriended the kids, to see if he'll help them, and he agrees. Later the Hotline kids go looking for Paulie and find him in a phone booth talking to Mike – for Paulie is the mysterious caller.



Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. awareness that there is a body of factual information they should use in making decisions about drinking and not drinking.
2. knowledge of alcohol's physical and behavioral effects.
3. understanding of the difficulty some people have admitting that they have a drinking problem and seeking help for it.
4. understanding of the reasons people help or fail to help others who have problems and the types of assistance that can be provided.

1.

ALCOHOL INFORMATION

Have students complete the questionnaire Questions About Alcohol provided on Spirit Master #1. It is not necessary that they put their names on the questionnaire. You can also ask the quest ons orally and have students record their answers on note paper. When you show the film HOTLINE, tell the students it will answer most of the questions in the questionnaire. When the film has been viewed, discuss the questions in light of both the correct answers and the amount of misinformation students have about alcohol. The correct answers follow.

1.	T	4.	F	7.	F
2.	T	5.	F	8.	F
3.	T	6.	F	9.	T

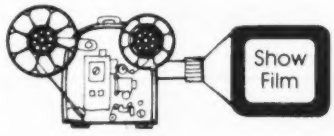
After the class has completed the questionnaire, assign students to read Chapter III of the student booklet, *Alcohol: Pleasures and Problems*. This chapter on Alcohol's Effects reinforces the factual information provided in the film.

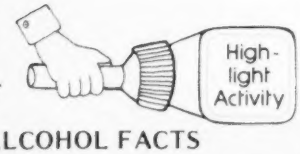
2.

DRINKING PROBLEMS

Students break into small groups (4-5 students) and brainstorm characteristics of a problem drinker and his or her behavior. When the lists have been completed, each group develops a profile of one type of problem drinker. Each group then either writes the dialogue to or role plays the interaction between an alcohol hotline volunteer and "his" or "her" problem drinker (or a friend or relative of the problem drinker) who calls in.

Instruct the students in viewing HOTLINE to compare the problem drinkers and their friends depicted in the film and the help given them by the teenage volunteers at the Hotline Center with the groups' descriptions and role plays. After the film, review these comparisons. Be careful to correct any student stereotyping of problem drinkers as Skid Row derelicts.



3. 

ALCOHOL FACTS

HOTLINE touches on many different issues and concerns related to alcohol. Since it is the first film in the series, it deals heavily with factual information highlighted in the preview questionnaire (Spirit Master #1) and in Chapter III in *Alcohol: Pleasures and Problems*. After viewing the film and going over the questionnaire, discuss with your class some or all of the following facts in greater depth.

- *The effects of drinking anything but ethyl alcohol.*
  What might have happened to the baby in the film if it had drunk rub-

bing alcohol rather than bourbon? What should you *do* if someone drinks methyl alcohol?

- *The relative caloric content of different alcoholic beverages and the relationship between drinking and weight.*
  Why are so many people under the misconception that a shot of hard liquor has fewer calories than a 12-ounce can of beer?*
- *Process of absorption and elimination of alcohol by the body.*
  What is oxidization? How much alcohol can the liver oxidize in one hour?
- *Causes of hangovers and alleged cures.*
  Experts aren't sure what causes hangovers, but they do know that they happen *after* the alcohol has left the body (been oxidized)** and that time is the only cure for them. Why do many people think there are other quicker cures?
- *Amount of alcohol in different alcoholic beverages.*
  How much alcohol is contained in a 12-oz. can of beer, 5-oz. glass of wine and a mixed drink containing 1½ oz. of 86 proof whiskey?
- *Definition of "proof."*
  What is "proof?" What kinds of alcoholic beverages are labeled this way?

One *issue* you can raise for discussion is what might explain why Paulie kept on making nuisance calls to the Hotline? Did he have only one reason or several?

4.

HOTLINE VOLUNTEER JOB DESCRIPTION

After viewing the film, students write a job description for a Hotline student volunteer and advisor. The description should include:

1. necessary job qualifications: education, personality, skills, age, background, and drinking behavior.
2. job duties.
3. compensation or "benefits" (if any).

Several students read their job descriptions for Hotline volunteers and advisors and elaborate on what they would look for in a person if they were hiring to fill these jobs. The class comments on the descriptions and then develops one of its own incorporating the most appropriate ideas from the individual efforts.

Using the class job descriptions as a model, the class evaluates the volunteers and advisors in the film pointing out examples of competent and poor responses to callers by the volunteers and helpful and harmful supervisory actions on the part of the two advisors (Paulie and Ken). Then ask the students how they would rate themselves for these jobs.

Conclude the activity by discussing some or all of the following questions:

- Why do people volunteer to help others?
  — Why did Paulie decide to devote time to the Hotline?

*Water — which has no calories — is the main bulk difference between a 12-ounce can of beer, a 5-ounce glass of wine, and a shot of whiskey.

**The film mistakenly explains hangovers as being the result of "excess alcohol in the bloodstream."

- Why did Ken decide to help the Hotline?
- What do you think are some of the reasons the kids volunteered to work at the Hotline?

- Does it matter why people volunteer as long as they fill a need and do a good job? Why or why not?
- Does it matter whether the volunteers are abstainers, social drinkers, problem drinkers, or recovered alcoholics? Does it matter what the drinking behavior of *teachers* of alcohol education is? Why or why not?
- What *are* people's motives when they help friends and relatives? How do they feel about providing such help? What kinds of help should they be expected to provice and what kinds, if any, should not be expected of them? How can people learn what kinds of help are most needed and which kinds "backfire" or are ineffective?
- Does the students' own community need a hotline? Is the class interested in establishing one?
- How do most people learn about alcohol: from parents? peers? school? literature? media? actual experience? What are the most reliable sources of information about drinking?

FILM #2: IN THE BEGINNING

Synopsis

Pete and Liza are engaged to be married. However, a problem arises because Pete's family drinks and Liza's does not. Pete's father is in the catering business and prides himself on his fancy weddings and parties. His business partner and friend, Guido Russo, supplies the liquor. The conflict arises when Guido insists on giving champagne as a wedding gift, to be served at the church reception. Liza's family refuses to allow alcohol. Liza and Pete are caught in the middle. For a time it seems there will be no wedding.

Interwoven with this plot is the story of Tina who wants to go to medical school. Tina's mother is persistently working toward educating Tina to be worldly by teaching her how to drink. Tina is caught in the middle between her loyalties to her mother and her own goals for herself. With the help of the Hotline she finally takes a stand against her mother's efforts to teach her to drink.

Pete and Liza resolve their difficulties with help from their friends at the Hotline. They write their own ceremony and have the wedding performed by their minister at the Hotline.

Objectives

In order to make responsible decisions about drinking, students demonstrate:

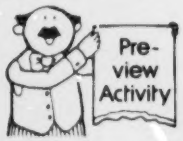
1. knowledge and understanding of why people drink and don't drink.
2. awareness that they have decisions to make about whether to drink responsibly, irresponsibly, or abstain.
3. awareness of the many outside forces which influence people's drinking behavior, including parents, peers, religious beliefs, and occupational obligations.
4. ability to decide when to compromise, and how, and when to stand firm in the face of pressures from outside forces to drink or abstain.

1.

GROUP DRINKING BEHAVIOR

Class discusses the drinking behaviors of the students in their school. List the various types of drinkers (e.g., non-drinkers, occasional drinkers, family drinkers, park drinkers,

party drinkers) on the chalkboard and the types of students who seem to fall into the various categories (athletes, scholars, etc.). Determine if groups of students who normally socialize together also practice the same drinking behavior and, if so, why. How might someone be treated by his or her friends if his or her drinking behavior suddenly changed? How do the different groups see one another? Are they able to tolerate and understand each other's drinking behavior?

2. 

PRESSURE POINTS

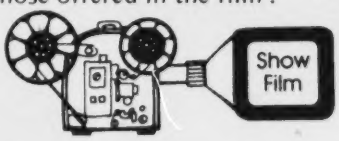
Pass out the poll that appears on Spirit Master #2. Students fill it in prior to breaking into small groups to discuss the various types of pressures that can influence the decision-making process. Using their polls as discussion starters, students look at four general types of pressure:

- personal
- peer
- parental
- societal (for example, advertising).

The groups discuss the four categories of pressure, define each one, and rank them according to their effectiveness as influencers. Students can also distinguish between what the pressures from these sources *should* be and what pressures actually exist.

Instruct students to look for examples in IN THE BEGINNING of pressures which influence the decisions of people in the film and to compare these pressures with those they identified in their small groups.

You can also assign students to read Chapter II in *Alcohol: Pleasures and Problems,* which discusses why people drink and don't drink. Students can compare the reasons presented in the booklet with those offered in the film.



3.

REASONS WHY PEOPLE BECOME DRINKERS OR ABSTAINERS

IN THE BEGINNING focuses on why people drink and abstain. Points in the film relating to drinking and not drinking which you can highlight include the following.

- Pete's family would prefer that alcohol be served at the wedding celebration but Liza's parents will not allow it. What are their reasons for their decisions? Is either faction able to tolerate the other's beliefs? Why or why not?
- Pete and Liza support the wishes of their respective parents. Does this mean children tend to take up their parents' drinking behaviors too? Does it mean kids also emulate other parental behaviors such as smoking, becoming a plumber, swearing, or listening to Beethoven? Do Pete and Liza know why they support their parents on the drinking issue? Do most people know why they do or don't drink? Should they? Why?

- Pete and Liza decide to hold their wedding at the Hotline center. Do you think this was a good compromise or a "cop-out?" Did the decision to hold the wedding at the Hotline point out anything to the two families about coping with different value systems to bring about an understanding between them?
- Tina's mother is trying to "teach" her how to drink. Does her method seem to be an effective way to influence children's drinking behavior? Why is Tina so "turned off" by her mother's lifestyle? Does Tina know why she feels this way or is she merely reacting unthinkingly to her mother? Support your statement.

4.

ALCOHOL EXPERIENCE POLL

Students complete the poll provided on Spirit Master #3. The poll should be taken anonymously. Then, break the students into small groups and pass out one blank copy of the experience poll to each group. One group tallies the polls completed by the boys in the class, while another group tallies the girls' responses. The other groups fill out the questionnaires with how they *think* the majority of the class answered each question by putting down the expected percentages of boys' and girls' responses to each question. Discuss *actual* results and compare them with what students *thought* the poll would reveal.

Further discussion topics follow.

1. What types of influences affect people's drinking behavior?
2. Do the poll results show any differences in the drinking behavior of boys and girls? If so, what might account for these differences? Should men and women drink "differently?" Why? How?
3. Since__% of the class drinks at least sometimes, should the legal drinking age be lowered? Should the laws be enforced more strictly?
4. Do the students think that their drinking behavior or abstention now will have any bearing on their drinking behavior when they are older? For example, if they don't drink now, do they think they won't drink when they are 30? If they drink a lot now, do they think they might be problem drinkers when they are older?

5.

PARENTAL ATTITUDES TOWARD CHILDREN'S DRINKING

Students role play parents who find their son or daughter drinking. Sample role profiles are provided at the end of the activity. Make sure that the players do not see their counterpart's role profile until the end of the role play. However, preface the role plays with a "scene-setting" introduction which describes how the role players have encountered each other.*

*Note: If you have difficulty initiating role plays or your students have not engaged in them before, you may want to: (1) take one of the role play parts yourself in the first role play; (2) duplicate and pass out the role profiles to the students so they can have them in front of them to refer to; (3) use the ending of one of the films as a starting point for a role play; or (4) have students engage in a written story completion exercise as "practice" (see activity #5 in AL'S GARAGE for an example).

After each role play, students who took the parts can discuss how they felt about themselves and about the other role player during the role play. The students then discuss what they would have done or said had they been in similar positions. You might also ask the class to respond to some of the following questions in light of the role plays.

- If you were a parent, would you set rules for your children on drinking? If so, what rules?
- How would you react if you found a twelve-year-old brother, sister or cousin drinking a can of beer? What, if anything, would you do or say?
- What do you think about this statement: "Children (anyone under the legal drinking age) are unable to handle alcohol unless an adult is present."
- Do you think kids who don't drink just don't want to, don't because their parents disapprove, or have still other reasons for abstaining?
- If you were Pete or Liza's parents in IN THE BEGINNING, would you have handled the situation differently? If so, how?
- What motives do parents have when they seek to persuade their children to do or not to do something? For example, what were Pete's parents' motives for wanting to serve alcohol at the wedding? What were Tina's mother's motives for wanting Tina to drink? Were these valid reasons for trying to persuade their children to do something? Why or why not? What are valid motives for attempting to persuade children to do something?

ROLE PLAY #1

Parent

You have just spotted your 13-year-old son (daughter) in the park drinking beer. When your neighbor called to say he had seen him (her) with some friends racing through the park carrying a six-pack of beer, you just couldn't believe it. You were also pretty embarrassed. Now you're just plain mad. You have been riding around in the car for well over an hour looking for him (her) and getting more upset with each passing minute. You thought he (she) knew better than to do something foolish like this.

You stop the car and get out, and start to walk over to your son (daughter) and his (her) friends. What, if anything, do you say or do?

Son or Daughter

For a long time now, you and your friends have wanted to find out what it's like to "really" drink. Your parents sometimes serve wine with a meal if it's a special occasion, but that's not what you call drinking. Finally, today Jeff's older brother gave him a six-pack of beer – first you all had to promise not to tell anybody where you got it. You and your friends went to the park to drink it. The beer doesn't taste very good, but it sure is making you feel pretty good. Maybe there's something to this "booze" after all. Just as you turn to get another beer, you notice your father (mother) walking toward you. What, if anything, do you say or do?

ROLE PLAY #2

Parent

You have just received a call from the police requesting you come to the station to pick up your son (daughter). You were told he (she) was found at a party that had gotten out of hand – there had obviously been a lot of drinking taking place. You know your son (daughter) has been drinking at parties, but he (she) always told you everything was always under control. You better get down to the station and find out for yourself just what is going on. You finally get to the police station and see your son (daughter) standing with a bunch of other kids on the other side of the room. What do you say or do?

Son or Daughter

You can't believe the party got busted. Why couldn't you have gone out with Pat or Jimmy, as you usually do. Instead you had to go to some dumb party with a bunch of people you hardly know. Nothing like putting a little excitement in your life . . . . Now you're down at the police station, feeling scared and drunk. Your father (mother) is never going to believe this one. In fact, there he (she) is walking over to you. What do you say or do?

6.

THE ENJOYMENT OF DRINKING

Most people who drink enjoy alcohol. Pete's family finds drinking pleasurable. Ask the class some of the following questions about why people like to drink.

1. What, exactly, do moderate drinkers find enjoyable about drinking?
2. Are there different reasons why people drink? Are the reasons teenagers drink different from the reasons adults drink? If so, what are the differences?
3. Are there other things besides drinking that people could do to experience the same pleasures?
4. How many drinks – or how much alcohol – must people consume to experience the pleasures of drinking? Do different pleasures that drinkers experience from alcohol require different amounts of alcohol? If so, why?

You can also assign students to read Chapter II in *Alcohol: Pleasures and Problems*, which discusses the enjoyment many people find in drinking.

7.

LOCAL OPTION AND PROHIBITION

Students role play a town council meeting on banning bars and taverns in their community. Appoint one student as chairperson* for the meeting and assign six other students the following roles:

- A police officer who is upset by the serious drunk driving problem in the town.
- A bar owner who will go out of business if the sale of alcohol is banned.
- A middle-aged parent who doesn't want a teenage son or daughter to drink.
- An office worker who enjoys having a couple of beers with friends after work at the local bar.
- A taxpayer who is upset about the type of people who come from other towns to drink in the bars.
- A college student who would have to drive to the next town to do his or her drinking – and then drive home.

Ask the rest of the students to watch how the role players' assigned parts may influence their opinions on the issue being discussed. At the conclusion of the role play, ask the "council" and the rest of the class to vote on whether or not bars should be prohibited. Point out what happened when a decision to stop the sale of alcohol was made during Prohibition. Compare this national experience with the experience of communities that exercised their "local option" to ban bars or package stores, or the sale of alcohol in their township or county.

Conclude by asking students to identify occasions when people with different lifestyles which normally do not conflict suddenly have to interact. One example occurred in the film when the upcoming wedding revealed different drinking patterns which conflicted. How can such conflicts be resolved? Can they always be resolved? Why?

*If your students are unfamiliar with this kind of activity, you may find it helpful to take on this role yourself. In this way you will be able to provide the "meeting" with direction that it might otherwise lack.

FILM #3: AL'S GARAGE

Synopsis

Al Schmitz is a gregarious, nice guy in his late twenties. He's a kind of genius when it comes to fixing cars, and he loves to share his knowledge with some of the young car "freaks" in the neighborhood.

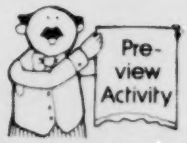
At Al's Garage we meet R.J. who is having a running battle with his parents about his car. They know that R.J. has been drinking while driving. A collision with some trash cans leads to R.J.'s being "grounded." Seeking a way to restore his folks' confidence in him, R.J. calls the Hotline. They tell him the details of a local program for problem drivers, the ASAP program, and he voluntarily signs up for it.

Meanwhile, Bill and Curtis, two "regulars" at the body shop, have brought their girlfriends, Barb and Candy, to a party. Things get out of hand as some of the kids are drinking heavily. Bill and Curtis are intoxicated. They insist on driving the girls home. Barb is afraid and calls the Hotline for advice. In the middle of the phone call, she gets a ride for herself and Candy with someone who has not been drinking, but Candy is reluctant to accept it. Unable to say "no" to her boyfriend, she leaves the party with Bill and Curtis. They are arrested on their way home for drunk driving.

Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. knowledge of the effects of drinking on driving ability and traffic accidents.
2. motivation to drink responsibly or abstain when one is planning to drive.
3. ability to make responsible decisions about riding with an intoxicated or impaired driver and about friends who are considering riding with a drunk or impaired driver.
4. knowledge of the potential legal consequences of being arrested for driving while intoxicated (DWI) and of the chances of being caught.
5. knowledge of the nature of peer pressure to behave irresponsibly and of ways to cope with it.

1. 

ROLE PLAYING DRINKING AND DRIVING DILEMMAS

This activity can be conducted as a preview activity, a follow-up activity, or, best of all, as both. For example, students can perform one or two role plays before the film and more afterwards.

Students can role play (or discuss) a variety of interpersonal drinking and driving situations, such as:

- Friend is about to ride with a drunk driver.
- Drunk friend is about to drive.
- You are about to ride with a drunk driver.
- You are already riding with a drunk driver.
- A host is serving drinks to guests who will be driving home.
- Parents learn that their son or daughter has been driving while intoxicated or riding with a drunk driver.

Sample role profiles are provided at the end of the activity. Make sure that players do not see each other's parts. However, preface the role plays with a "scene setting" introduction which describes how the participants have met.* After each role play, participants (and, where appropriate, the rest of the class) should discuss:

- what feelings they had while role playing;
- what alternative solutions or outcomes could happen in the situation portrayed;
- how they decided what to say and do;
- whether someone is responsible for a friend's drinking and driving and why or why not;
- why people are often reluctant to "get involved" in these kinds of interpersonal dilemmas.

Tell the students to look for drinking and driving dilemmas in the film they will be viewing and to think about what courses of action the participants in the film should take in each one and why.

After showing the film, ask students to identify some of the many situations it presents which revolve around drinking and driving. Students can then role play or discuss different endings to them. Some of these situations include:

- Mr. Cooper's discovery of his son's drunk driving episode.
- Sonya's asking R.J., "Why are you messing around with those guys, anyway?" R.J. responds, "It's none of your business whom I'm hangin' around with. Now get off my back!" Later, Sonya suggests to R.J. that he sign up for the Alcohol Safety Action Program.
- The police officer's discovery that a noisy party is taking place, asking, "Where are your parents?"
- Barb's attempt at the end of the film to persuade Candy not to ride home with her drunk boyfriend, Bill.
- Barb's refusal to ride home with her boyfriend, Curtis, since Bill would be driving.
- Sonya's desire at the end of the film to keep Charlie from driving because he is drunk. R.J. tells her, "It's none of your business!"
- Al asking R.J., "Why are you so afraid to be different?"

Students can also read about the issue of responsibility in Chapter IV of *Alcohol: Pleasures and Problems.*

*See footnote on page 11.

SAMPLE ROLE PROFILES

Drinking Driver

You are with your girl at a party and have had quite a bit to drink, maybe four beers in the last three hours. But you're not about to admit to your girl that you might be too "high" to drive her home. Besides, she lives only four miles away and the roads should be pretty empty – it's 2 a.m. already. And you feel just great – a little sleepy, perhaps, but that's just because it's been a long day.

It's been a good party, and you're not sorry you spent your last 5 bucks on the beer. But now the party is starting to get boring, so you announce to your girl and your best friend whom you've been talking to, "Well, this party's just about had it. Let's hit the road!"

Friend of the Drinking Driver

It's 2 a.m. and you've been at this party with your best friend and his girl for most of the evening. Your best friend, however, is pretty high and seems about ready to call it a night and drive his girl to her home about five miles away. But you feel he's in no condition to drive his car. Even if he doesn't hurt himself, his girl, or someone else, he's liable to get arrested and lose his license. He's had **at least** *eight beers by your count in the past three hours. But you know you're going to have a tough time convincing him not to drive when he's with his girl. She'd probably like him not to drive, too, but she may be afraid to say so, especially since she doesn't have a driver's license. Your friend probably has no money to take a taxi and the buses have stopped running. You have a car, but you're going the opposite direction. When your friend gets up to go, what will you say to him?*

Girlfriend of Drinking Driver

It's 2 a.m. and you've been at this party with your boyfriend and his best friend for most of the evening. Your boyfriend has been drinking quite a bit, at least seven beers in the past three hours. You've kidded him about it, trying to get him to slow down, but he won't take the hint. Now he's about ready to drive you home, about five miles away, and you'd rather he didn't drive. But you're afraid to tell him not to; besides, you don't have a driver's license. You're hoping your boyfriend's friend, who has a car too, will try to persuade him not to drive. But what if his friend doesn't succeed? What will you do then?

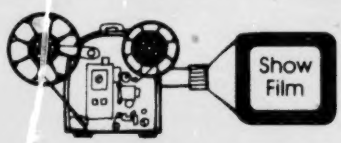
2.

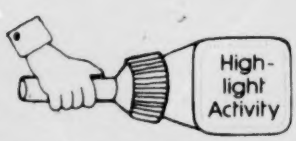
MISCONCEPTIONS ABOUT DRINKING AND DRIVING

Have students complete the questionnaire, Questions About Drinking and Driving, provided on Spirit Master #4. Tell them not to put their names on the questionnaires. Mention that the film they are about to see will answer several of the questions included in the questionnaire. The correct answers follow.

1.	(c)	3.	(c)	5.	(h)	7.	(e)
2.	(b)	4.	(c)	6.	(d)	8.	(e)

After the students have completed the questionnaire, assign the class to read Chapter IV in *Alcohol: Pleasures and Problems* on drinking and driving.



3. 

ALCOHOL'S EFFECTS ON DRIVING

AL'S GARAGE discusses many of the effects drinking can have on driving ability. Discuss what effects drinking seemed to have on the people in the film – for example, refer to the experiment with the gymnast and compare her lack of coordination with the

effects drinking too much can have on driving ability. Ask how the two activities — balancing and driving a car — are alike and different. Then ask the class to discuss specific ways in which drinking too much can impair driving ability, such as the difficulties discussed in Chapter IV in *Alcohol: Pleasures and Problems* and on page 21 of this manual.

Conclude by discussing the student questionnaire on drinking and driving used in Activity 2 and provided on Spirit Master #4.

4.

BAC AND THE LAW

On the day before you plan to conduct this activity, point out the BAC Wheel on the last two pages of the student booklet and review the directions on the first page of the Wheel for assembling it. Tell students to mount the wheel as homework for the following class.

1. Explain what BAC means. (See pages 29-30 of this Manual or refer to page 13 in the student booklet).
2. Review with students the instructions written on the wheel for using it.
3. Have students experiment with the wheel, determining what they and their friends BAC will be after one, three or ten drinks.
4. Consider inviting a police officer to demonstrate the "balloon" test for determining BACs.

Conclude the activity by discussing or having students research one or more of the following legal aspects of driving while intoxicated.

- In most states a driver is *presumed* (but not proven) to be driving while intoxicated if his or her BAC is .10%. In a few states it is .08% or .15%. In Sweden and Australia it is .05%. What is it in your state and what should it be?
- Several states have *per se* laws according to which a driver is *automatically* considered guilty of DWI if found to have a BAC over a certain percentage, usually .15%. Is this a good law? Should the BAC be lower? higher?
- How do police officers determine what a driver's BAC is? How was it done in the film?
- What may happen to someone who is arrested for DWI? What happens to Bill in the film? What usually happens to people in your community when they are arrested for DWI? (What happens varies from community to community.)
- Al says that maybe Bill's arrest will "straighten him out before he really gets hurt." Will it? What, if anything, would deter people from driving while intoxicated or impaired?
- What is an Alcohol Safety Action Program? How many communities have them? Are there other programs for dealing with drunk drivers?

5.

ASSESSING DRIVING IMPAIRMENT

Have students discuss whether and how they can tell if someone has drunk too much alcohol to drive safely by writing the end to the story on Spirit Master #5 and discussing the behavior of the youngsters who were drinking in the film.

After students have written their story endings, divide the class into small groups. Instruct each group to read its members' story completions and then agree on ways people

can tell if someone has had too much to drink to drive safely.

When the groups have completed their work, have a reporter from each group explain its conclusions to the class and list its signs of impairment on the blackboard – for example:

- sleepiness (yawning, drooping eyelids)
- slurred speech
- unstable walk
- unusual clumsiness
- excessive talking or silence
- silly behavior
- unusual energy
- more sexual aggressiveness
- boasting
- lack of concentration on the topic of conversation
- violence, more aggressiveness than normal
- any behavior that person does not usually engage in
- has been observed drinking the equivalent of two or more ounces of alcohol (not drinks) within a period of an hour.

Conclude the activity by pointing out three major problems involved in identifying people who are too impaired to drive:

- Many drinkers who are impaired *seem* relatively sober to others in terms of how they talk, walk, and even drive. Many of us claim to know someone who can drink heavily and still drive "better than I can sober." However, while such drinkers may have learned how to compensate for some of alcohol's effects, if an *emergency* arises when they drive – such as skidding, a flat tire, a pedestrian or car seen only at the last moment, or momentary blinding at night by another car's high beams – heavily drinking drivers will be unable to react quickly to such a crisis. The best way to learn if such people who seem to be able to "hold their liquor" have drunk too much to drive safely is to keep track of how many ounces (not drinks) of alcohol they've consumed.
- The more alcohol people drink, the less capable they are of *judging* whether they themselves are too drunk to drive. Many people who have several drinks really believe and *feel* they are perfectly capable of driving safely: the alcohol itself impairs their mental ability to judge their driving ability. Mention to students that the solution here may be to accept the opinion of a trusted friend on whether they are too drunk to drive and to keep track or have someone else keep track of how many ounces of alcohol (not drinks) they've had.
- A driver's underlying (and often hidden) attitudes toward driving can become unexpectedly more pronounced after drinking too much. Some drivers become more reckless, others more cautious.

6.

EXPERIMENTING WITH DRINKING

Two major and interrelated aspects of teenage drinking which are often neglected but are extremely important are *teenage experimentation with drinking* and *teenage fear of drinking.* The question for many youngsters is not whether or not to drink, but how much and where. Most kids are going to experiment with alcohol. What they need to discuss is under what conditions they can experiment safely – for example, in protective circumstances with friends or adults present to watch how they react and change. Students can also discuss how much to drink when they experiment. In terms of quantity, students need to realize that there are 1,000 deaths a year due to alcohol overdoses. The combination of alcohol and other drugs can be particularly hazardous.

Related to this curiosity about alcohol is the fear that many youngsters have about what alcohol can do to them. Encourage the class to express their fears and provide information in response, such as that contained in Chapter III, Section 3, of this Manual.

FILM #4: THE LEGEND OF PAULIE GREEN

Synopsis

After several months the Hotline kids see Paulie again, who is re-establishing his life without abusive drinking. He now has a job and is attending college as a part-time student. To try to manage his problems, Paulie is receiving out-patient treatment with a psychologist at a psychiatric institute. He hasn't had a drink in five months. With the use of flashbacks we see the events which led up to Paulie's becoming a problem drinker. He risked losing his financial aid from the college unless he worked as an advisor to the Hotline. His grades began slipping. Paulie was overworked and over-extended, yet he was determined to be self-reliant, and in his mind his admission to himself that he had a problem was unthinkable. Therefore, he was totally incapable of confiding in his friend or the kids at the Hotline.

During the film, we see Karen, the daughter of an alcoholic mother. Miserable over her mother's abusive drinking and her father's unwillingness to recognize the problem, Karen calls the Hotline and is told about Alateen, a group for the children of alcoholics. At the end of the film, she calls the Hotline back to indicate she has attended Alateen meetings and things are better.

At the end of the program, neither Karen's nor Paulie's problems are resolved, but for both there is considerable hope.

Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. understanding of the differences between responsible and problem drinking.
2. understanding of why people abuse alcohol.
3. knowledge of some of the emotional and behavioral changes people may exhibit as and after they become problem drinkers.
4. knowledge of various forms of treatment and rehabilitation for problem drinkers.
5. knowledge of constructive steps people can take to help a friend or relative who is becoming or has become a problem drinker.

1.

QUESTIONS ABOUT ALCOHOLISM

Have students complete the questionnaire on alcoholism which appears on page 14 in *Alcohol: Pleasures and Problems.* Its purpose is to point out to students some of the misconceptions they may have about alcoholism and to open the way for further discussions on the topic after viewing THE LEGEND OF PAULIE GREEN. The correct answers may be found on page 19 of *Alcohol: Pleasures and Problems.* Assign the class to read the rest of Chapter V in which the questionnaire appears.

2.

WHO AND WHAT ARE ALCOHOLICS?

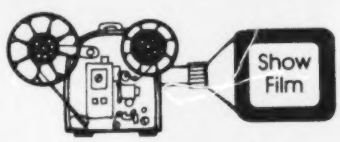
Write the word alcoholic on the chalkboard.* Ask students to jot down on a piece of paper all the words or phrases that come to mind when they hear or see that word. Using their lists, students write a short (1-2 page) story or description of an alcoholic, emphasizing the characteristics and the behavior they associate with one. Ask for volunteers to read their descriptions. The class assesses and discusses each one, looking for such things as:

- exaggeration
- realism
- stereotyping
- varying types of behavior

Students determine, as best they can, if the class has an accurate picture of an alcoholic. Then discuss what might motivate people to become alcoholics and what might motivate them to recover.

Instruct the class to look for reasons in THE LEGEND OF PAULIE GREEN why Karen's mother and Paulie may have become alcoholics and what might or did help them to recover. Also tell students to look for clues in the film about what it is like to be an alcoholic.

After the film, have the class compare its ideas about alcoholism expressed before the film with the depiction of alcoholism presented in the film.



3.

FREE WILL AND DRINKING

In order for students to better understand the causes of problem drinking and the difficulties that result from it, it is important to highlight the following points from the film:

- Paulie used alcohol to try to cope with his problems. Specifically, how did he think alcohol could help him?

- Paulie knew he had problems but he wouldn't seek help. Why did he feel he had to work things out on his own? Why did this make matters worse? Do you think trying to "go it alone" is a common trait among problem drinkers and alcoholics? Why? Do other people with problems share this tendency?
- What additional problems were created by Paulie's drinking?
- At the end of the film, Paulie attributes his success in abstaining to the therapy group and to Ken. But Ken says Paulie "turned himself around." Who is right?
- Although we have freedom of choice in a great many things, there are some decisions that are made for us. Did Paulie have any choice about taking on the job as Hotline Supervisor? Did he have any freedom in how he chose to handle his problems? Once people become problem drinkers or alcoholics, do they still have freedom of choice? Did Paulie exercise any free will during his period as a problem drinker? If so, in what ways?
- The kids at the Hotline didn't recognize Paulie's problem even though they dealt with this kind of problem regularly in others. How can you account for this? What might this tell you about problem drinking?

4.

ALCOHOLISM AND THE FAMILY

Although the segment of the film dealing with Karen and her problem is peripheral to the main story, it provides valuable information which should be highlighted and discussed. Suggested discussion points follow:

- When a person has a drinking problem, it rarely is his or hers alone. How did Karen's mother's drinking problem affect her family?
- Karen's mother has an obvious drinking problem. Does Karen's father fail to recognize or admit to the problem? If so, why? How does his attitude affect his wife and daughter?
- What advice was Karen given by the Hotline for seeking help for her mother, for herself and for her father? Why is there a need for these organizations? What kinds of assistance do they provide?
- Why do some people fail to ask for help when they need it badly? When should someone ask for help with a personal problem? Whom should they ask for help?
- When should someone urge a friend or relative to seek help? How should this be done? What, if anything, should family members do about a parent, spouse, or child who refuses to seek or accept help? In the film !N THE BEGINNING, Mike suggests to a caller that she stop going to parties with her boyfriend since he always gets drunk at them. She does, but as a result they break up. Should the caller have taken this approach to her boyfriend's problem drinking? Should Mike have recommended this approach as a solution?
- What does Karen say is the best type of help she can give her mother? ("The kind of thing I can do for her is to keep my own head together.") Does the class agree? Is there anything else Karen could or should do? What? Why?
- What are some sources of help for alcohol problems? (Students can refer to Chapter V of *Alcohol: Pleasures and Problems.)*

As part of this activity you may wish to have several students conduct a special project on AA, Al-Anon, or Alateen organizations in your community – where they are located, whom they help, what specific services they provide – and report their findings to the class. Students can also read Chapter V on Problem Drinking in *Alcohol: Pleasures and Problems* and engage in one of the activities suggested there about alcoholism.

5.

GROUP THERAPY

Break the class into small groups. Each student is to put him- or herself in the place of Paulie, Karen's mother, Bill (in AL'S GARAGE), or some other person of their invention who has a drinking problem. One student will act as the group leader and will *not* have a "drinking problem." The leader reads the following opening statement to the group.

> *Good morning (afternoon). I am_____and I will be your group leader for as long as you choose to meet together. This being our first meeting, we will proceed slowly. Some of you will find it difficult to talk about your drinking problem – others may find it somewhat easier. No matter, this is not going to be very easy for anybody. But remember, we are here to help each other.*
>
> *To begin, would anyone like to tell us why he or she decided to look for help for his or her problem?*

Students should try to respond to the question as best they can and from the point of view of the person they chose to portray. To get the discussion started, the leader might ask one or more of the following questions.

- When did you first realize you had a drinking problem?
- How difficult was it for you to admit you abused alcohol?
- Did your problem affect your family and friends?
- Did you look for help from your family and friends?
- Did or do you have trouble talking or thinking about your problem?

When the groups have concluded their "sessions," the class discusses the problems and difficulties associated with admitting to a problem of this nature and discussing it in front of other people. The class also discusses whether talking about a problem like abusive drinking with people who have similar problems would be helpful.

Before the activity, you may want to tell your students that they need not know very much about counseling or counseling sessions in order to learn from the activity. They should, instead, look at this as a "talk" session and proceed from there. However, it is possible that one or two students may become overly involved as "patients" and reveal personal information they will regret having mentioned or become upset if the role play touches on very personal emotions. If this happens, you may have to intervene and redirect or end the "session."

III. BACKGROUND INFORMATION ON ALCOHOL AND ALCOHOL EDUCATION

This chapter suggests some effective ways to teach about alcohol, moves on to a discussion of what today's youth think about drinking and what their drinking behavior is like, and then provides factual information about drinking and abstention. Much of the factual information in Section 3 is provided to students in *Alcohol: Pleasures and Problems*.

1. Teaching About Alcohol

Objectivity in Alcohol Education

To meet the community's perfectly legitimate concern that schools not promote drinking behaviors or attitudes which are not consonant with those of parents, you should adopt as your instructional strategy in the classroom *absolute neutrality* toward the use and non-use of alcohol. While such objectivity is difficult for some teachers to achieve, you can remain objective if you use the following teaching strategies.

- Avoid moralizing about drinking and abstaining, such as saying, "It's wrong to drink before driving." Instead, indicate the facts: "There's a greater risk of an automobile accident when a driver is drunk."

- Include what a majority of Americans feel are the positive aspects of responsible alcohol use, such as taste, relaxation, appetite stimulation, and conviviality.
- Include discussions of responsible abstinence with discussions about responsible drinking. Encourage students to investigate and discuss reasons for abstaining and attitudes of abstainers toward drinking.
- Welcome all student opinions non-judgmentally. This does not mean simply tolerating divergent views; it means actively soliciting them by:
  - explicitly asking students to express *their* views and feelings and indicating that while you, of course, have opinions and feelings of your own, you are not interested in judging what they say;
  - asking open-ended questions, such as, "Is it all right to get drunk or not?" rather than, "Why is it wrong (or right) to get drunk?";
  - insisting when a student answers an open-ended question that other students, not just the teacher, respond to his opinions and feelings;
  - asking students leading questions, such as, "Why are you concerned about pressures from friends to drink (or abstain)?";
  - clarifying ideas ("Are you saying, then, that drinking six beers is all right if it's done quietly in front of the television but not if it's done at a bowling alley?").
- Tell students who ask, "Do you think it's wrong to . . .?" that they must form their own conclusions.

- Avoid giving personal advice. This is hard to do since it is what students often want most. Unfortunately, giving advice about drinking rarely helps students because it discourages them from solving their own alcohol problems and asking the right kinds of questions of adults.
- In response to questions about their own drinking behavior and attitudes, either answer the questions honestly or indicate explicitly your desire to keep the information private, extending the same right to your students.
- Make clear to students before showing the films that it's all right for them to "pass" when asked a question, that no one should feel obliged to answer any question. If students don't respond to a question, you might suggest that they think about their feelings, but that they need not express their feelings to the class.
- Above all, concentrate on promoting the process of decision-making rather than on specific attitudes or behaviors. All of the above instructional approaches are designed to facilitate this goal of enabling students to come to their own informed conclusions about whether they want to drink and, if so, where and how often.

You will find it easier to adopt the above alcohol education strategies if you think about and clarify your own values and attitudes toward drinking as much as possible before you begin teaching about alcohol.

Affective Educational Approaches

Most people's decisions about drinking are made not only on the basis of rational considerations (e.g., "Will getting drunk cause a car accident?") but also as a result of nonrational motives (e.g., "If I let my date drive, will he/she think I can't hold my liquor?"). Some of the major nonrational considerations with respect to decisions to drink or abstain involve peer pressure, role modeling, and self-concept.

You will be able to help students best to make responsible decisions about drinking if you use instructional approaches which help them become aware of and understand these nonrational motives. Many of the suggested activities in the previous chapter are designed to help achieve this awareness, in particular the role plays and small group discussions. Students will also be helped to focus on their feelings and attitudes if you adopt the teaching strategies suggested in the previous section (Objectivity in Alcohol Education) and create an open class atmosphere in which pupils feel free to express their thoughts about drinking to you and to each other.

While encouraging students to investigate their feelings and attitudes about alcohol, you will also want to be careful to protect their right to keep their personal thoughts to themselves and their parents' right to prevent the school from intruding into the privacy of the home. Student openness can be effective as an unshared internal thought process, as well as a public classroom dialogue. Your objective should be self-insight, not public revelation. If students do share personal or private information, this should remain in the classroom.

2. Youth and Alcohol

Drinking Behavior

Many studies have sought to determine how many youngsters drink beverage alcohol and how many abstain, why they drink or abstain, how much and how often they drink, and under what circumstances they drink. Since most such studies rely on what kids say

to adults rather than on observed behavior, the findings may be erroneous. However, numerous research studies suggest that the following generalizations about youthful drinking and abstention behavior may be accurate.

How many youngsters drink and how often?

- *A majority of youngsters experiments with drinking.* Most Americans have had their first drink by the time they leave elementary school.
- *The great majority of young people who drink do not abuse alcohol.* Most drink infrequently or moderately – usually beer. Teenage drinking is not limited to the maladjusted or to the poor.
- Most adolescents first drink at home, in their parents' presence, and with their parents' permission.
- There has been an increase in the proportion of drinking students at each grade level since 1970.
- *About half of high school students report that at least once a month they are part of social occasions where alcohol is served and there is no adult supervision; as many as forty percent are female.* Girls drink less than boys, but nearly as many girls now drink alcohol as boys in terms of frequency, but perhaps not in amount.
- One in four seventh graders reports having been drunk one or more times a year; one in four high school students reports he or she gets drunk four or more times a year. One out of every seven male high school seniors reports getting drunk at least once a week – 52 times a year. *For an unknown minority of teen-age drinkers, perhaps one in twenty, alcohol abuse is a serious problem.*
- One in three high school students reports he or she rides in cars driven by a heavily drinking driver at least once a month.

Why do youngsters drink or abstain?

- *Many young people drink primarily because they see it as a symbol of adulthood.* As such, their drinking is not usually an expression of rebellion but rather an attempt to feel or appear grown-up.
- *Many young drinkers also report "wanting to have a good time" and "to feel good" as their principal reasons for drinking.* In this respect, their motivations are similar to those of many adult drinkers.

- Peer pressure seems to exert a significant influence motivating teenagers to continue as drinkers once they have already been exposed to drinking, usually in the home. Adolescent peer pressure to drink either responsibly or irresponsibly is similar to pressure adults exert on each other to "be sociable," "be one of the guys," "be a man," "show you can hold it," and not be "different." Peer pressure also appears to be a major influence motivating non-drinkers to abstain: abstainers tend to congregate with other abstainers.

Attitudes and Knowledge About Drinking

In general, youngsters express the same attitudes toward alcohol and have the same misconceptions about drinking as most adults.* For example, high school youth in 1974 ranked alcoholism as the eighth most important social issue with 62% (vs. 67% of adults) saying it was an extremely or very important problem. Seventy-one percent ranked drunk driving as the fifth most important social issue (vs. 76% of adults). Sixty-five percent of teenagers believe that drinking black coffee will sober one up quickly; 62% of adults either share the same misconception or are not sure whether this is true or not. Other misconceptions which a majority of teenagers shares with many adults are that:

- it is easy to tell if a person is drunk even if you don't know him or her well;
- mixing different kinds of drinks can increase the effect of alcohol;
- a can of beer is less intoxicating than an average drink of liquor;
- a cold shower can help sober up a person.

In addition, a large minority of youngsters does not realize that small people are likely to get drunk faster than large persons. Nearly a third of teenagers also believe a person who is drunk can compensate for it when he or she drives.

3. Facts About Alcohol

Just how alcohol affects how someone thinks, feels, and behaves is determined not only by how much alcohol he or she drinks and his or her particular physiological reaction to drinking but by at least three other factors that have nothing to do with drinking or the body. They are:

a. what a person *expects* to happen when he or she drinks. If someone expects to get "high," he is more likely to. (Experienced college drinkers have been given phony alcohol and have become as "high" as a control group given the real thing, simply because they expected to get "high.")

b. what a person's *mood* is before drinking. Alcohol may simply accentuate an existing mood, rather than change it; therefore, for example, a depressed person after drinking may feel more unhappy than before.

c. the *setting* in which a person drinks. Someone drinking in a jovial, relaxed atmosphere among close friends is more likely to get "high" and feel good than if he or she drinks alone.

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*This finding has important implications for teaching. You will want to stress with your students, for example, that you are not studying alcohol because *they* are especially ignorant about drinking; adults are just as misinformed.

These three influences make it very difficult to predict how alcohol will affect different people or even how it will affect the same person on different occasions. Keep this extreme variability of effects in mind as you read below about the major effects alcohol can have on a drinkers' thoughts, feelings, and actions. In addition, keep in mind that most of these effects result because alcohol *allows* them to occur, rather than causes them.

1. *Pleasure:* ". . . Liquor drinking falls principally under the heading of *increased awareness.* The normal man drinks to heighten pleasure and enthusiasm – to intensify, to relate, to communicate, to feel, to let go, to socialize. . . ."* At the same time, drinking may create pleasure by diminishing awareness of unpleasant feelings and realities.

2. *Inhibitions:* Alcohol tends to reduce a person's inhibitions and loosen self-control, although this effect may be experienced as a feeling of stimulation. In fact, the alcohol depresses or anesthetizes those portions of the brain that normally help keep the brakes on feelings and behavior. Some of the feelings that may be released include anger, love, affection, hostility, feelings of inferiority or superiority, over-confidence, tenderness, generosity, and jealousy. All of these feelings may result in unusual (for the drinker) behavior, such as crying, fighting, yelling, laughing, hugging, violence, and taking risks. However, people with no major inhibitions may experience no major changes in behavior when they drink moderately.

3. *Thinking:* Alcohol, especially in increasing amounts during any given drinking episode, tends to impair a person's ability to make judgments, concentrate, and understand. In particular, it tends to prevent the inexperienced and/or neurotic drinker from realizing that his ability to think clearly and act normally is impaired. He thinks he's "sober as a judge." Experienced and mature drinkers, however, often know very well when they are impaired.

4. *Psychological Tolerance: (Physical* tolerance to alcohol is discussed in #7 below.) Regular drinkers develop *psychological* tolerance in which they learn to compensate for the impairing effects alcohol has on them, ". . . much as a sailor learns to walk across the deck of a rolling ship. He has learned what to expect so that if circumstances require it, he controls his behavior and performance accordingly."** This psychological tolerance, however, may fool both the drinker and others into thinking he is sober when he may not be. As a result of psychological tolerance, one cannot determine to what extent alcohol has affected a drinker's ability to perform tasks, like driving, simply by observing his behavior in familiar and routine activities. In addition, psychological tolerance does not *prevent* alcohol from impairing thought and action; it merely enables the experienced drinker to cope with those effects.

5. *Efficiency:* Generally speaking, the more alcohol a person drinks, the more difficulty he or she will have performing both mental and physical tasks. However, moderate amounts of alcohol (one-two drinks, depending on the drink's strength and the drinker's weight and food intake) do not seem to impair to any significant extent the ability to engage in manual or intellectual tasks. For some people and some tasks, small amounts of alcohol may heighten efficiency or performance, perhaps by reducing tension which sometimes inhibits behavior.

A person will find it increasingly difficult to perform tasks efficiently not only as he or she drinks more alcohol, but also:

- if the person has little prior drinking experience and, therefore, has not learned how to compensate for his impaired ability to perform;

*Morris Chafetz, *Liquor: Servant of Man* (Little, Brown and Co., Boston, 1965), page 164.

**Bernard and Levi N. Larsen, *Alcohol in Our Society* (North Dakota Commission on Alcoholism: Bismarck, North Dakota, 1969), p. 28.

- if the task he is performing is complex (like driving);
- if the person is unfamiliar with the task;
- if the person has low capacity for self-control when sober (gets upset or flies off the handle easily).

6. *Diseases and Bodily Damage:* There is disagreement among experts on whether and to what extent alcohol can directly cause permanent bodily damage.

   a. *Liver.* Most people who die from cirrhosis (scar tissue replacing liver cells) are heavy drinkers. Poor diet related to excessive drinking may also contribute to liver damage. Alcohol is known to be directly damaging to the liver in other ways, depending on the amount, duration, and drinker's own reactions to alcohol. However, to date there is no evidence that drinking small amounts over a lifetime causes *permanent* liver damage.

   b. *Brain.* Evidence from one source indicates alcohol permanently destroys brain cells. Evidence from other experiments is not yet available to verify or contradict these findings. If alcohol does kill brain cells, the question then becomes how many extra cells an individual has that can take over the function of those destroyed during a human lifetime.

   c. *Stomach.* Large amounts of alcohol, particularly in a concentrated form, seem to irritate the stomach lining, especially in people with ulcers.

   d. *Delirium Tremens.* Alcoholics who stop drinking may have the "DTs" in which shaking may be accompanied by hallucinations, confusion, convulsions, delirium, and, occasionally, death. The condition is the body's response to suddenly being deprived of alcohol when it has adapted to regular, heavy amounts.

   e. *Death.* Very large amounts and concentrations of alcohol (e.g., a quart if drunk rather rapidly, say in 5-30 minutes) may occasionally cause death by anesthetizing the brain center which controls breathing. One thousand people die each year in the United States from alcohol overdoses.

7. *Physical Tolerance:* Moderate or excessive drinking over a period of several years usually diminishes many effects of alcohol on the body, so that more alcohol is required to produce the same effects. (See discussion of *psychological* tolerance in point 4 above.)

8. *Body Temperature:* People who drink usually feel warmer because alcohol expands the capillaries near the skin's surface and therefore increases the blood supply to the skin. However, although a drinker may feel warmer, body temperature has actually gone down.

9. *Medicinal Uses:* Alcohol will not help snake bites and shock; it may in fact add to the danger because bites and shock cause a dangerous lowering of blood pressure and body temperature and alcohol worsens those conditions. However, alcohol may relieve some of the discomfort of colds, as would any anesthetic, and may relax congested air passages and permit easier breathing. It can be useful as a pain reliever and relaxant. Moderate amounts of alcohol facilitate sleep, but heavy drinking produces a drugged sleep, perhaps better than being awake, but not as healthful as normal sleep.

10. *Energizer:* While alcohol helps some people sleep, it seems to act as a stimulant for others, relieving their fatigue. In fact, alcohol is a depressant which makes some people *feel* more energetic by dulling the part of the brain that tells us when we are tired and by helping us to forget our worries.

11. *Food/Weight:* Alcohol is a food – that is, it supplies calories. As a result, surgeons sometimes inject it intravenously into patients who cannot be fed solid food before or after operations. For people who eat solid food, however, alcohol is indirectly fattening because the calories it supplies are used immediately by the body so that any food that is also eaten is stored as fat instead of being burned off since the body is busy burning off the calories supplied by the alcohol *first*.

12. *Hangovers:* Hangovers do not seem to be related to the number of drinks someone has consumed the night before. Some drinkers never get hangovers, while others get them on occasion. Hangovers may be due to the presence of congeners (substances in alcoholic beverages) which remain in the body after the alcohol has been oxidized or due to the minute expansion of the blood vessels in the brain causing a headache. Another possible explanation is that all the worries, fatigue, anger, etc. that the alcohol enabled the drinker to forget the night before come back the next morning worse than ever. Moreover, the person the morning after may be consciously or unconsciously upset at what he may have said or done while he was drinking the night before, and this upset may contribute to the hangover. There are no cures for hangovers. Only time (perhaps with help from aspirin) can "cure" a hangover.

13. *Combined with Other Drugs:* Alcohol when combined with certain other drugs, particularly tranquilizers, barbiturates, and heroin, has an even more depressing effect on the brain. The two drugs combined do not produce the effect of simply doubling the dose, or 1 plus 1 equalling 2; rather, each drug makes the other more potent so that the effect is like 1 plus 1 equalling 3 or 4. For example, many people who supposedly die from an overdose of heroin or barbiturates have also been drinking heavily at the time.

4. Drinking and Driving

Although up to half of all motorists drink alcohol and then drive at some time, most of these drivers do not significantly increase the risk of accidents, either because they drink in moderation or they allow sufficient time to elapse before driving. However, despite the responsible drinking and driving behavior of most citizens, a strikingly large percentage of traffic accidents and fatalities involve excessive alcohol use on the part of drivers and pedestrians. The U.S. Department of Transportation (DOT) has concluded on the basis of a number of studies that in nearly 50% of all fatal automobile crashes one of the drivers was drunk. This means that drinking is involved in about 22,500 of the 45,000 annual fatal highway accidents in the United States. Furthermore, DOT estimates that alcohol abuse is involved in 800,000 of the 14 million annual non-fatal accidents occurring in the United States. In short, DOT has concluded that alcohol is the most important single factor leading to fatal crashes and one of the major factors causing non-fatal crashes.

What is the increased likelihood of a driver who drinks getting into an accident? DOT estimates that a person who weighs 150 pounds and who has had four average drinks (each containing ½ ounce of actual alcohol) an hour before driving is six times more likely to get into an accident than a driver who has not been drinking. A person who has had nine or more drinks one or two hours before driving is twenty-five times more likely to crash.

When Will Drinking Impair Driving Ability? While drinking and driving can mix when the drinking is moderate or when enough time elapses between the time a person drinks and the time he drives, just how many drinks impair a person's ability to drive safely? Alcohol-traffic safety experts have conducted enough tests to answer this question. They have determined this number of drinks by scientifically testing motorists' driving performance while totally sober and then after drinking varying amounts of alcohol. However, in order

to make these tests accurate, the experimenters measured not just how many drinks the drivers consumed, but *how much alcohol was in their bloodstream.* This was essential because alcohol affects people only when it enters their bloodstream and only when it has reached a certain level in their bloodstream. This amount of alcohol in the blood is called *blood alcohol content* or *BAC.*

Only four factors can affect the amount of alcohol in a person's blood – his BAC:

1. The *amount* of actual alcohol he drinks, not the number of drinks.
2. Whether the person has *eaten* before drinking or eats while drinking.
3. How much a person *weighs.*
4. How much *time goes by* after drinking or between drinks.

Nothing else affects a person's BAC. Mixing drinks will not cause increased intoxication nor will cold showers, drinking hot coffee,* and a host of other so-called "cures" for drunkenness reduce intoxication simply because they don't change the amount of alcohol *in a person's blood* and, thereby, alter alcohol's effects on behavior.

To return, then, to the original question of how many drinks will impair a motorist's ability to drive a car safely: For an adult male who weighs 170 pounds, has not eaten before drinking, and does not wait very long before driving after drinking, as few as two average drinks will produce a BAC of .05% and be *likely* to impair his driving performance. Impairment can occur, however, at BACs as low as .02% and .04% (1-2 drinks) for some people.

The chart** below indicates what BAC levels people who weigh different amounts can expect to achieve after one to ten average drinks.

NUMBER OF DRINKS IN ONE HOUR
APPROXIMATE BLOOD ALCOHOL CONTENT (BAC)

DRINKS		BODY WEIGHT IN POUNDS								
		100	120	140	160	180	200	220	240	
One drink = 1 oz. of 100 proof liquor or one 12 oz. beer.	1	.04	.03	.03	.02	.02	.02	.02	.02	Reasonable
	2	.08	.06	.05	.05	.04	.04	.03	.03	
	3	.11	.09	.08	.07	.06	.06	.05	.05	
	4	.15	.12	.11	.09	.08	.08	.07	.06	
	5	.19	.16	.13	.12	.11	.09	.09	.08	Unsafe
	6	.23	.19	.16	.14	.13	.11	.10	.09	
	7	.26	.22	.19	.16	.15	.13	.12	.11	
	8	.30	.25	.21	.19	.17	.15	.14	.13	Illegal
	9	.34	.28	.24	.21	.19	.17	.15	.14	
	10	.38	.31	.27	.23	.21	.19	.17	.16	

Subtract .01% for each hour of drinking

There is one other element involved in predicting how drinking will affect driving performance. Drivers who have consumed not more than 4 or 5 drinks and have moderate BACs (.03-.07%), *and* who are experienced drinkers and experienced drivers can partly *compensate* for their impairment because they may be familiar with what alcohol does to them and can make a conscious effort to compensate for its effects by concentrating harder, driving more slowly, and avoiding busy streets. However, this ability to compensate for impairment decreases rapidly with higher BACs, is of little value to the novice driver or inexperienced drinker, and *is of no value to any motorist who is confronted by something unexpected while driving.*

*However, the *time* it takes to take the shower or drink the coffee will give the body a chance to get rid of more alcohol from the bloodstream.

**Developed by the Alcohol Countermeasures Program, Columbus, Ohio.

There are many types of actual dangerous *driving behaviors* that excessive drinking can cause, such as:

- performing normal driving tasks more slowly, including braking, turning, signalling, stopping
- passing on curves and hills
- weaving
- driving excessively slowly or fast
- running stop lights and stop signs
- responding tardily or overreacting to unexpected occurrences, like children running out, or to unexpected happenings, like curves
- failing to see pedestrians and cars that suddenly appear soon enough, clearly enough or at all.
- driving the wrong way down one-way streets
- crossing the double lines and driving out of lane

What are the Laws Regulating Driving While Intoxicated? Most states have at least two relevant driving while intoxicated (DWI) statutes. Local variations can be learned from the State Department of Motor Vehicles. These two basic statutes are:

1. *An implied consent law* which stipulates that as a condition of the privilege of driving a car, every motorist is deemed to have automatically given his consent to a test to determine his blood alcohol content if charged (but not before) with DWI. The driver may refuse to take the test. If he does, no test is given, but his license is revoked for a specified period of time.

2. *A presumptive level of intoxication law* which, in most states, stipulates that a driver whose blood alcohol concentration is found to have been .10% or over is presumed, but not proven, to have been driving under the influence of alcohol. The prosecution must still convince a jury or judge that the driver was, in fact, driving under the influence of alcohol; the defense lawyer and defendant, in turn, can attempt to rebut this presumption.

A few states have *per se* laws which stipulate that a driver whose BAC is found to be over a certain percentage, usually .15%, is automatically guilty of DWI. No further proof or argument in court is needed.

The penalties for driving while intoxicated vary greatly from state to state but usually involve some combination of license suspension and fine. Where fatalities occur, penalties also typically involve jail sentences.

Enforcement of these laws, however, tends in most states to be very lenient for a combination of reasons. Police do not like to arrest for DWI because such cases are usually plea bargained down to reckless driving charges. And judges and juries do not like to convict people for DWI for a variety of reasons, including the attitude that "there but for the grace of God go I" and the feeling that the loss of a driver's license would impose too great a hardship on a breadwinner who must drive to work every day to support a family.

5. Problem Drinking and Alcoholism

There are two kinds of people who drink too much: *problem drinkers* and *alcoholics*. Both kinds have *problems* because they drink too much. But in other respects they differ.

Problem Drinkers. First of all, problem drinkers may not drink very often. For example, the person who gets high while bowling or playing cards only on Friday evenings *and then drives home* has a drinking problem even if he or she doesn't touch alcohol for the rest of the week. Such a person is risking a serious traffic accident 52 times a year. A person with an ulcer may set a limit of one martini a day before dinner. However, since alcohol in concentrated doses irritates the stomach, this person, too, has a drinking problem.

Most problem drinkers not only drink less often than alcoholics, they can also *control* their drinking if they want to. If ordered by a doctor to stop or reduce their drinking, they could probably do so. Problem drinkers can also drink socially – that is, *not* get high or drunk *if they feel the situation calls for staying sober.*

Alcoholics. There are, however, people who *cannot normally control* their drinking. Such people are called alcoholics. Usually, alcoholics spend at least part of every day not just drinking, but getting high or drunk. And they can't drink socially; if they take one drink, they keep right on drinking until they're drunk.

At present there is no definition of alcoholism that satisfies all. However, the following one is widely accepted:

> Alcoholism is a chronic disease, or disorder of behavior, characterized by the repeated drinking of alcoholic beverages to an extent that exceeds customary dietary use or ordinary compliance with the social drinking customs of the community, and which interferes with the drinker's health, interpersonal relations, or economic functioning.

However, alcoholics can often go through the major part of an entire day – every day – without drinking. But as soon as they get off work, or as soon as the weekend arrives, they drink until they get drunk. Unlike the problem drinker, they *must* get drunk those evenings or weekends.

Some alcoholics can also stop drinking for a week or even several months. But sooner or later they go back to drinking. (Sometimes they stop drinking for a while just to "prove" to their families or to themselves that they aren't alcoholics. Then, thinking they've proved their point, they start getting drunk again.)

Because some alcoholics *appear* to be able to control their drinking, it is often difficult in practice to distinguish between problem drinkers and alcoholics. Moreover, a problem drinker may simply be an alcoholic in an early stage of his or her disease.

Alcoholism, A Disease. At one time, people felt that alcoholics were "sinners" – immoral people who acted against God's will on purpose. Later, alcoholics were treated as criminals and jailed or fined. Today, most health workers consider alcoholism to be an illness – a disease like tuberculosis or diabetes. In this sense, alcoholism is not the drinkers' fault – they're not to blame for drinking so much; it's beyond their control. Alcoholics cannot be blamed for drinking too much any more than tuberculosis victims can be criticized for coughing too much. Alcoholism is also felt to be an illness in the sense that its "cure" lies not in punishment or ignoring the problem, but rather in treatment. (However, many people continue to use the term "reformed" alcoholic when they mean "recovering" alcoholic. The connotation of criminality in the word "reformed" is inappropriate in light of the disease concept of alcoholism.)

Most people think that the final stage for alcoholics is when they end up on skid row. However, only 5 percent of all alcoholics end up on skid row.

Most alcoholics are employed or employable, family-centered people. More than 70 percent of them live in respectable neighborhoods, with their husbands and wives, send their children to school, belong to clubs, attend church, pay taxes, and continue to perform more or less effectively as businesspersons, executives, homemakers, farmers, salespersons, industrial workers, clerical workers, teachers, clergy, or physicians. To outsiders, in fact, alcoholics often seem to lead normal lives – partly because their families may try to cover up for them. But those who are close to them usually know better.

There are between 5 and 10 million alcoholics in America today and several million more problem drinkers.

Some people think that the poor have most of the drinking problems, but in fact people from every social class and ethnic group have drinking problems. And while more men have drinking problems than women, there may be as many as two million women alcoholics in America. Women alcoholics tend to hide their drinking more than men because "it doesn't look nice" for women to be seen drunk and because many alcoholic housewives drink only at home.

Causes of Problem Drinking and Alcoholism. There are three theories about why people keep on drinking even though alcohol is causing serious problems for them:

- Psychological theories hold that something in the personality of problem drinkers and alcoholics – their thoughts and feelings – causes them to drink. These feelings may have developed at an early age as a result of the way their parents raised them or they may have resulted from a series of shocking events which happened when they were very young, such as several deaths in the family.

- Social theories stress that how people drink is determined by their society or culture. For example, the relatively large number of Irish persons who develop drinking problems has been explained as resulting in part from poverty and oppression in Ireland. Italians, Jews, and Orientals are thought to develop few drinking problems because their cultures frown on drunkenness and encourage moderate social drinking at an early age.

Some people become problem drinkers because their circle of friends or their culture doesn't stress or admit to the dangers of drinking too much. Many people, for example, think they can drive safely or swim easily after three or four drinks.

- Biological theories for alcoholism stress two different points. One suggests that alcoholism may be inherited since half of all alcoholics have an alcoholic father or mother. Careful studies show that this may be true, but as yet no one knows for sure. What's also interesting is that most children of alcoholics do *not* develop drinking problems, while half of all alcoholics did *not* have a parent who was an alcoholic. This would seem to prove that alcoholism is not inherited most of the time.

Other people feel that alcoholics may have or lack some chemical in their bodies which makes them crave alcohol or be affected by alcohol more than other people.

Unfortunately, no one knows for sure why many people, including more and more teenagers, develop drinking problems. Research into this matter is currently being conducted.

Treatment: Alcoholism is a treatable condition from which as many as two-thirds of its victims can recover. There are many different types of drinking problems and numerous kinds of treatment techniques available. The challenge is to identify the needs of the individual and to match them with the most appropriate therapy.

There are three important types of treatment which seem to help many problem drinkers and alcoholics.

1. *Alcoholics Anonymous* seems to be the most successful source of help for alcoholics. AA has 13,000 local groups composed of recovering alcoholics who get together one or more times a week to help each other get sober and stay sober. It has over a half million members world-wide. At AA meetings, members discuss why they used to drink so much, what their drinking did to them, how they've managed to stop drinking, and what life has been like since they stopped.

   AA believes that people never recover from alcoholism — just as people never recover from diabetes. AA believes that "once an alcoholic, always an alcoholic," in the sense that alcoholics must never drink at all again if they hope to stay sober.

   Two organizations have used the AA model for helping the relatives of alcoholics. The teenage children of alcoholic parents can join Alateen. Al-Anon is available to husbands and wives and other relatives of alcoholics, whether or not the alcoholic family member is in AA. In both Alateen and Al-Anon, members talk less about helping the alcoholic than about how they can help *themselves* to avoid being "dragged down" by the alcoholic in their family. The value of membership in both Al-Anon and Alateen lies in learning that one is not alone in this predicament and in taking advantage of others' trial-and-error attempts at better adjustment.

2. A second major type of help for both alcoholics and problem drinkers is *"talking" cures.* With this form of treatment, abusive drinkers talk with psychiatrists, psychologists, social workers, or group discussion leaders about their problems. While talking things over with a friend or relative can be very helpful, often someone trained to help people with their problems can be more effective.

3. *Drugs* are sometimes used to help alcoholics to stop drinking. The best known such drug is Antabuse (disulfiram). Drinkers who take Antabuse every day get violently ill if they then have a drink with any alcohol in it. (Even being around alcohol fumes or eating food containing uncooked alcohol can make them sick.) If problem drinkers have the motivation to take their Antabuse every morning, they have "solved" their drinking problems for at least that day. Usually Antabuse is used with counseling.

In addition to getting help from other people to stop their abusive drinking, many alcoholics and problem drinkers cut down on their drinking on their own. For unknown reasons, they often just drink less as they get older. (The same thing happens with heroin addicts, too.) Perhaps they come to terms with life's problems; maybe they have more responsibilities which heavy drinking interferes with; possibly alcohol has stronger effects on them as they age.

Finally, some alcoholics and problem drinkers stop drinking when they have to face something which they feel is even *more* painful than giving up alcohol. Sometimes a husband (or wife) will stop drinking when his wife (or the husband) is ready to get a divorce or when a boss threatens to fire him or her. Making the problem drinker "shape up or ship out" has been called "tough love." It involves telling the problem drinker that you care for him or her but won't put up with the drinking because you come first.

Most communities have places where problem drinkers and alcoholics can find help. These places are usually listed in the telephone book under the Department of Mental Health or Public Health.

IV. RESOURCES

The following materials are available from publishers or libraries. The alcohol topics they treat are listed after each entry. Additional student and teacher literature can be identified by examining the bibliographies in the materials recommended below and by writing for catalogs to the agencies and organizations listed at the end of the bibliography.

Materials for Teachers

(Asterisked entries may also be read by students with 11th grade reading ability.)

1. Gail Milgram, *Alcohol Education Materials: An Annotated Bibliography*, Rutgers Center of Alcohol Studies (New Brunswick, New Jersey: 1975), paperback, 304 pages. $12.50. BIBLIOGRAPHY.
2. Robert D. Russell, "What Shall We Teach the Young About Drinking?" Rutgers Center of Alcohol Studies (New Brunswick, New Jersey: 1970), pamphlet. 14 pages. 25¢. EDUCATIONAL PHILOSOPHY.
3. Peter Finn, "The Role of Attitudes in Public School Alcohol Education." Reprinted from the *Journal of Alcohol and Drug Education*, 1975. Available from the author c/o Abt Associates Inc., Cambridge, Mass. 7 pages. Free. EDUCATIONAL PHILOSOPHY.
4. Peter Finn, "Alcohol Education and the Pleasures of Drinking." Reprinted from *Health Education*, 1976. Available from the author c/o Abt Associates Inc., Cambridge, Mass. 4 pages. Free. EDUCATIONAL PHILOSOPHY.
5. Raymond G. McCarthy (ed.), Alcohol Education for Classroom and Community. McGraw-Hill Book Company (New York: 1964), hardbound. 308 pages. $7.50. EDUCATIONAL PHILOSOPHY; TEEN-AGE DRINKING; EFFECTS; DRINKING PATTERNS; ALCOHOL AND CRIME; ALCOHOL AND DRIVING; ALCOHOLISM; ALCOHOL INDUSTRY; ADVERTISING.
6. Peter Finn and Judith Platt, *Alcohol and Alcohol Safety: A Curriculum Manual for Senior High Level: A Teacher's Activities Guide*. U.S. Government Printing Office (Washington, D.C.: 1972), oversize paperback. 467 pages. $8.00. CLASSROOM ACTIVITIES.
7. * Morris Chafetz, *Liquor: The Servant of Man*. Little, Brown (Boston: 1965), hardbound. 236 pages. Out of print. EFFECTS; ALCOHOLISM; DRINKING PATTERNS.
8. * Charles R. Carroll, *Alcohol: Use, Nonuse and Abuse*. William C. Brown (Dubuque, Iowa: 1970), paperbound. 84 pages. 95¢. DRINKING PATTERNS; PROBLEM DRINKING AND ALCOHOLISM; EFFECTS; MANUFACTURE.
9. * National Institute of Alcohol Abuse and Alcoholism, *Facts About Alcohol and Alcoholism*. U.S. Government Printing Office (Washington, D.C.: 1974), pamphlet. 44 pages. 70¢. REASONS FOR DRINKING; EFFECTS; PROBLEM DRINKING AND ALCOHOLISM.
10. * Margaret Bacon and Mary Brush Jones, *Teen-Age Drinking*. Crowell (New York: 1968), hardbound. 228 pages. $5.95. TEEN-AGE DRINKING; REASONS FOR DRINKING; DRINKING PATTERNS; EFFECTS; DRINKING AND DRIVING; PROBLEM DRINKING.
11. * Halverson, Guy, *Stop the Drunk Driver*. Christian Science Monitor Publishing Society (Boston, Mass.: 1970), pamphlet. 44 pages. $1.00. DRINKING AND DRIVING.

Materials for Students

1. Gail G. Milgram, *What Is Alcohol? And Why Do People Drink?* 1975. 25 pages. Presents reasons why it is important to learn about alcohol, describes what alcohol is, why people drink it, and what its effects are. Several diagrams and photographs. 75¢ from Publications Division, Center for Alcohol Studies, Rutgers University, New Brunswick, New Jersey 08903.
2. *The Drinking Question: Honest Answers to Questions Teen-Agers Ask About Drinking.* 1975. 25 pages. Tells how many teenagers drink, what alcohol's effects are, and how drinking can affect driving. Also discusses drunkenness and alcoholism. 55¢ from the National Clearinghouse on Alcohol Information (NCALI), Box 2345, Rockville, Maryland 20852.
3. Edwin Bowers, *Troubled Teens*. 1971. 20 pages. Discussion of how young people with alcoholic parents can handle their own problems. Single copy free from Public Education, The Bureau of Alcoholic Rehabilitation, Post Office Box 1147, Avon Park, Florida 33825.
4. Jerome W. Witherill, *People Do Drink and Drive*. 1972. 25 pages. Presents facts and problematical situations involving drinking and driving. Open-ended. $1.20 from the American Driver and Traffic Safety Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.
5. *The Driver's Guide to Drinking*. 1970. 10 pages. Single copies free from the National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.
6. Alvin and Virginia Silverstein, *Alcoholism*. 1975. 127 pages. Despite its title, presents a great deal of interesting information about alcohol's effects, teenage drinking, alcohol in history, and how alcoholic beverages are made. $2.25 from local bookstores or J.B. Lippincott Company, 521 5th Avenue, New York, NY 10017.
7. Margaret O. Hyde, *Alcohol: Drink or Drug?* 1974. 150 pages. Focuses mostly on problem drinking and alcoholism, but has good descriptions of how wine, beer, hard liquor and other alcoholic beverages are made, as well as accounts of drinking throughout the ages. $4.72 from McGraw-Hill Book Company, Box 402, Hightstown, New Jersey 08520.

You may also want to write to one or more of the following organizations and agencies for catalogs of additional literature on alcohol. These groups can also provide information for help with drinking problems.

- Alcoholics Anonymous (AA)
  World Services, Inc.
  P.O. Box 459
  Grand Central Station
  New York, New York 10017
- Al-Anon Family Group Headquarters, Inc.
  P.O. Box 182
  Madison Square Garden
  New York, New York 10010
- National Congress of Parents and Teachers
  Alcohol Education Project
  700 North Rush Street
  Chicago, Illinois 60611
- Local Services
  - State Divisions of Alcoholism
  - State Departments of Education
  - State Departments of Mental Health
  - State Safety Councils
  - Local AA, Al-Anon, and Alateen groups, listed in most telephone directories
  - Local chapter of National Council on Alcoholism
- Publications Division
  Rutgers Center of Alcohol Studies
  Rutgers University
  New Brunswick, New Jersey 08903
- The National Council on Alcoholism
  733 Third Avenue
  New York, New York 10017
- The National Clearinghouse for Alcohol Information (NCALI)
  Box 2345
  Rockville, Maryland 20852
- Alcohol and Drug Problems Association of North America (ADPA)
  1130 17th Street, N.W.
  Washington, D.C. 20036
- Addiction Research Foundation (ARF)
  33 Russell Street
  Toronto 179, Ontario, Canada
- U.S. Jaycees
  Products Division
  Box 7
  Tulsa, Oklahoma 74102

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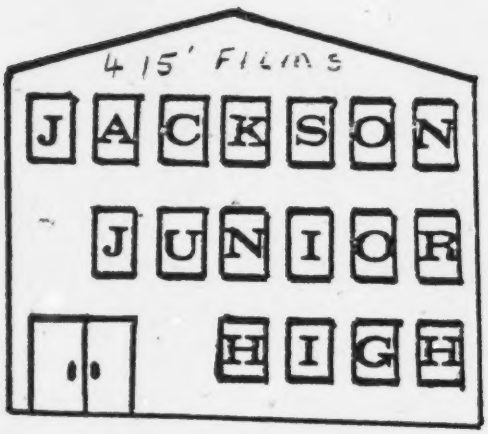
ALCOHOL EDUCATION FILM SERIES

CURRICULUM MATERIALS



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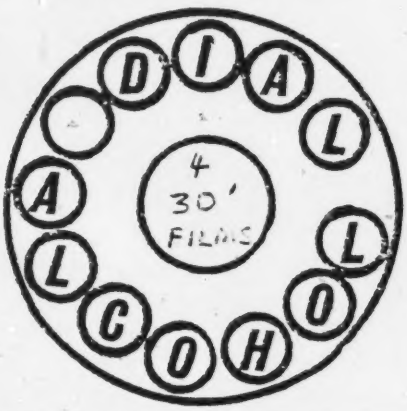

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Student Booklet -- ALCOHOL:
PLEASURES AND PROBLEMS
23 pp. 45¢

One set of curriculum materials (one Teacher Manual, 30 Student Booklets) is free to persons or groups borrowing, buying, or renting the JACKSON JUNIOR HIGH or DIAL A-L-C-O-H-O-L films or videocassettes. Additional copies may be ordered at low cost. A 25% discount will be given for orders of 2,000 or more copies of the Teacher Manuals and/or Student Booklets in any combination. Send your purchase order for curriculum materials to ---

THE NATIONAL COUNCIL ON ALCOHOLISM
733 Third Avenue
New York, N.Y. 10017

Tel: 212-986-4433

Write for the flyer on free loan or purchase of the alcohol education series to -- NCALI (National Clearinghouse for Alcohol Information), Department OE, Box 2345, Rockville, Md. 20852.

QUESTIONS ABOUT ALCOHOL

Below is a short list of statements about alcohol. You may not be sure about all the answers, but try to answer them all. Do not write your name on the paper. We are only gathering information which we will discuss later.

		True	False
1.	Alcohol is a drug.	T	F
2.	Anti-freeze and rubbing alcohol have methyl alcohol in them which can blind or kill you if you drink them.	T	F
3.	Beer and whiskey have ethyl alcohol in them.	T	F
4.	Most of the alcohol people drink enters the bloodstream through the stomach.	T	F
5.	The caffeine in a couple cups of strong coffee will help sober a person up.	T	F
6.	Alcohol medically is a stimulant (an "upper").	T	F
7.	A 12-ounce can of beer has more calories than a shot of whiskey.	T	F
8.	A mixed drink made with one shot of hard liquor has more alcohol in it than a 12-ounce can of beer.	T	F
9.	If a bottle of whiskey says 86 proof on the label, that means it is 43% alcohol.	T	F

10. Write down three effects having two or three drinks at a party can have on a person.

_____

_____

_____

_____

_____

PRESSURE POINTS POLL

A. Personal Pressures

1. Do you do what *you* think is right? (Circle one answer.)
   always usually sometimes rarely
2. Do you give in to pressures from friends, parents, or other people?
   never sometimes often
3. How important is it to you that your friends generally think the same way you do?
   very important somewhat important not very important

B. Peer Pressures

4. Do your friends ever pressure you to do or not do something?
   often sometimes rarely
5. Have you given in to this kind of pressure?
   often sometimes rarely
6. Describe on the back of this page the influences that friends may have over people.

C. Parental Pressures

7. Do you feel pressured by your parents to act in a certain way?
   often sometimes rarely
8. Have you done something which you knew would be against your parents' wishes?
   often sometimes rarely
9. Explain on the back of this page why you did or might do something against your parents' wishes.

D. Societal Pressures

10. Do advertisements, newspapers, television and other media have any influence on the decisions you make?
    a great deal some very little
11. Do your community, religion, and government have any influence in the decisions you make?
    a great deal some very little
12. Describe on the back of this page the influence society may have over individual decisions.

SPIRIT MASTER #3: IN THE BEGINNING: ACTIVITY #4

ALCOHOL EXPERIENCE POLL

Your age is _____

Your sex is _____

1. Have you ever had a *drink* of wine, beer, or liquor – not just a sip or taste?

___ Yes ___ No If you answered NO, skip to question 7.

2. How old were you when you had your first drink?

___ Can't remember
___ Under 9 years old
___ 9 - 11 years old
___ 12 - 14 years old
___ 15 - 17 years old
___ 18 years old or older

3. What do you usually drink when you do drink?

___ Beer
___ Wine
___ Liquor (whiskey, vodka, gin, mixed drinks, etc.)

4. How often do you usually drink?

___ Every day
___ Three or four times a week
___ Once a week
___ Three or four times a year
___ Once a year

5. Think of all the times you have had alcohol recently. *When you drink*, how much do you usually have *at one time*, on the average?

___ 6 or more cans or glasses of beer, wine or mixed drinks
___ 4-5 cans or glasses of beer, wine or mixed drinks
___ 2-3 cans or glasses of beer, wine or mixed drinks
___ One can or glass of beer, wine or mixed drinks
___ Less than one can or glass of beer, wine or mixed drink

6. Where do you drink alcohol? (Check *all* that apply.)

___ At parties where others are drinking and your parents or other adults are not present.
___ At home on special occasions such as birthdays, or holidays such as Thanksgiving, etc.
___ Driving around or sitting in a car at night.
___ At dinner at home with the family.
___ At places where teenagers hang around when their parents or other adults are *not* present.
___ During or after a school activity such as a dance or football game when your parents or other adults you know are *not* present or can't see you.
___ Alone – when no one else is around.

7. Have any of your friends suggested to you that you should try drinking?

___ Yes ___ No

8. Have you ever felt that other kids were "putting pressure" on you to drink?

___ Yes ___ No

9. How do most of the kids you hang around with feel about kids your age drinking?

___ Approve
___ Neither approve nor disapprove
___ Disapprove
___ I don't know what they think

QUESTIONS ABOUT DRINKING AND DRIVING

1. In most states a 150-lb. person is presumed to be under the influence of alcohol when he has had how many beers, glasses of wine, or average mixed drinks with hard liquor in one hour?
   (a) 1-2 (b) 3 (c) 4 (d) 5 (e) 6 (f) over 6

2. How much more likely is it that the average drinker who has four average drinks an hour before driving will get into a car accident than someone who has had nothing to drink?
   (a) no more likely
   (b) six times more likely
   (c) twenty-five times more likely
   (d) no one knows

3. What percentage of fatal traffic accidents involve someone who was drinking?
   (a) 1% (b) 10% (c) 50% (d) nearly all (e) no one knows

4. On the average how many people in the United States are killed each day in car accidents in which alcohol is involved?
   (a) 3 (b) 10 (c) 60 (d) 200 (e) no one knows

5. Drinking too much may have which of the following dangerous effects on a driver? (check only one)
   (a) feeling too confident
   (b) wanting to take risks
   (c) decreased judgment
   (d) poorer reaction time
   (e) lack of concentration
   (f) (c) and (d)
   (g) (c), (d), and (e)
   (h) all of the above

6. Which of the following *most* affects the amount of alcohol in the blood?
   (a) stomach content
   (b) weight
   (c) drinking experience
   (d) time passed

7. Teenagers are more likely to have difficulty driving safely after drinking because of which of the following reasons? (check only one)
   (a) driving is a new and complicated skill for them
   (b) they have had less experience with alcohol's effects
   (c) they often weigh less than adults
   (d) they spend more time driving than adults do
   (e) (a), (b), and (c)
   (f) all of the above

8. Alcohol is also involved in at least one half of which of the following kinds of accidents:
   (a) pedestrian accidents
   (b) private airplane accidents
   (c) household accidents
   (d) (a) and (b)
   (e) all of the above

STORY BEGINNING

This is the beginning of a story. WRITE HOW IT ENDS. There is no "right" answer. There are lots of ways it could end. Be as creative as you like. Use the back side of this page for writing your ending.

The party had been going full blast for over four hours. Everyone had been talking, joking, and living it up. A lot of people had been drinking the fantastic rum punch, but there was also beer and hard liquor. Richard and his girlfriend, Susan, and Darroll and his girlfriend, Paula, had come together to the party in Richard's car and spent most of the evening talking with each other.

Richard was having an especially good time. He was drinking beer all night, almost one right after the other. In fact, Susan was getting a little nervous because after the last party they went to, Richard had had a little too much to drink. When he drove her home he wandered over the center line, went through a red light, and kept jamming on his brakes very suddenly. So Susan had decided to check on Richard during this party to see if he was in condition to drive. But it's difficult at a party to have a good time and also keep track of how much your boyfriend has been drinking and if he has drunk too much to drive safely. But Susan *had* spotted several clear signs that Richard was *not* sober enough to drive, and she had talked to Paula in the ladies' room about Richard. Paula, in fact, agreed to stick up for her if she needed help persuading Richard not to drive because Paula, too, had noticed some signs that Richard shouldn't be driving.

About an hour later, Darroll suggested they all go home.. But as Richard pulled out the keys to his car, Susan took him aside and said,

WRITE HOW THE STORY ENDS